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ABSTRACT

One of four phases has been completed in a study conducted at Kansas State University of sex-bias barriers in women's qualifications for vocational administration posts. The project's objective is to improve the probability that women may be able to move into vocational administration. The first phase, a field survey in the form of a mail questionnaire, was designed to create a realistic picture of qualifications needed for vocational education administration in Kansas from demographic data collected on present vocational administrators. In addition, demographic data was gathered on women to give input into qualification areas needing development. The survey measures women's views of the importance of administrative functions of vocational education, the factors contributing to women's underrepresentation in vocational administration, and the importance of qualifications in the hiring of administrators. These views are to be compared to those held by the predominately male vocational administrators and heads of policy boards. The survey also measures women's confidence in their ability to perform administrative functions and their aspirations for further education and vocational administration positions. Finally, the survey describes the employment picture for vocational administration in Kansas. The second phase of this project is to develop and validate a procedure for equating unpaid volunteer experience with traditional paid work experiences. This phase is still in the planning stage. (The basic four-page questionnaire is appended.) (BB)

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A PROGRESS REPORT OF

ACTIVITIES IN

"To Study a Program To Overcome Sex Bias Barriers in Women's Qualifications For Vocational Administration Post."

A paper presented at the Guidance Division Interest Section of the American Vocational Association Convention, December 4, 1977, Atlantic City, NJ

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OE 015 619

The Vocational Education Research Project has received a years' funding of $67,586 from the U.S. Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, with the purpose "To Study A Program To Overcome Sex Bias Barriers in Women's Qualifications For Vocational Administration Posts". The project is located at Kansas State University with Dr. Margery Neely as Project Director. Additional staff members include Dr. Al Wilson, Associate Project Director; Marcy Schuley, Project Coordinator; and Marilyn Legg, Associate Project Coordinator.

The project's objective, in a nutshell, is to improve the probability that women may be able to move into vocational administration. In meeting this objective, four project phases are planned.

Phase I: Field survey

Phase II: Development and validation of a procedure for equating unpaid/volunteer experiences with traditional paid work experiences.

Phase III: Workshop disseminating of findings to the field; emphasis on sex-fairness.

Phase IV: Short term work experiences either in industry/commerce setting or vocational administration setting.

With the project beginning on September 1, 1977, it has been in operation for three months. In this time, Phase I has been planned and implemented and Phase II has received initial planning.

PHASE I

1. The survey will create a realistic picture of qualifications needed for vocational education administration in Kansas from demographic data collected on present vocational administrators. Demographic data gathered on women will give input into qualification areas needing development.

2. The survey will measure women's view of the importance of administrative functions of Vocational Education, the factors contributing to women's under-representation in vocational administration, and the importance of qualifications in the hiring of administrators. These views will be compared to those held by the predominately male vocational administrator and heads of policy-boards.

3. The survey will measure women's confidence in their ability to per-

form administrative functions and their aspirations for further education and vocational administration positions.

4. The survey will describe the employment picture for vocational administration in Kansas.

The field survey was designed in the form of a mail questionnaire. The population consisted of four groups: heads of policy-making boards representing hirers of vocational administrators, vocational administrators representing hirers and the present administration picture, women vocational teachers representing potential vocational administrators, and women students in training to become vocational teachers representing potential vocational administrators.

The questionnaire was developed to measure the variables under consideration in the survey of the population. Table A lists demographic and dependent variables considered for each population group. A basic four-page questionnaire was developed that was used in measuring variables for the heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified teachers (see Appendix A). A slide-in sheet for women vocational teachers and women teachers planning on becoming certified vocational teachers was developed for measuring additional variables for women (see Appendix B).

Demographic variables were chosen utilizing several criteria. First, Variables 1 and 2 were included to be used in testing their influence as independent variables on the dependent variables 12 through 17. Variable 6 was included to enable the project staff to have a consistent guideline for separating teachers and administrators. Variables 3, 4, 5, 7, 8, 9, and 10 were asked to have a comparison of backgrounds and qualifications of administrators to women teachers and women students. Particular attention was given to outside teaching service area work experience and unpaid/volunteer work experience to fit into the overall project's emphasis. Variable 11 was included as relevant data needed from the field.

TABLE A: VARIABLES MEASURED IN SURVEY QUESTIONNAIRE

Demographic Variables		Asked of Groups*
Variable 1	Sex	B, C, D
Variable 2	Age	B, C, D
Variable 3	Highest degree held	B, C, D
Variable 4	Certificate(s)	B, C, D
Variable 5	Teaching service area	B, C, D
Variable 6	Percent of time spent in administrative functions	B, C, D
Variable 7	Years of employment in management Commerce and/or Industry	B, C, D
Variable 8	Years of employment increasing occupational skills in Commerce and/or Industry	B, C, D
Variable 9	Years in unpaid work experience in Commerce and/or Industry	B, C, D
Variable 10	Administrative experience gained in volunteer organizations	B, C, D
Variable 11	Potential vocational administration job market	B
Dependent Variables		
Variable 12	Concept of level of importance of functions of vocational administrators	A, B, C, D
Variable 13	Concept of strength of barriers to women entering vocational administration coming from within women	A, B, C, D
Variable 14	Concept of strength of barriers to women entering vocational administration coming from sources external to women	A, B, C, D
Variable 15	Concept of value of qualifications in the hiring process for vocational education administration	A, B, C, D
Variable 16	Concept of confidence of ability to perform administrative skills	C, D
Variable 17	Concept of administrative aspirations	C, D

*Group A - Heads of policy-making boards
Group B - Vocational education administrators
Group C - Women vocational teachers
Group D - Women students planning on becoming certified vocational teachers

The dependent variable 12 was obtained on page 2 on the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked what level of importance each thought vocational administrators gave a selected function list. Each function on the list was to be rated as to High, Med. High, Med. Low, or Low importance.

The variable 12 selected function list was prepared utilizing a report of Project Active at Florida State University (Florida State University, 1976). One of the purposes of the ACTIVE study was to identify professional competencies needed by Vocational Education administrators and supervisors at the district and institutional levels. Their methodology was a descriptive survey using a mailing questionnaire that was sent to county level administrators and supervisors, occupational education deans and administrators in public community college, principals of comprehensive high schools, and area center administrators. The Florida study initially compiled 300 vocational administration competencies from a review of literature which were condensed into 84 competency statements, validated by jury, and revised. This list was mailed to the population who used a 6 point scale to judge the importance of each skill to an administrator.

Two criteria were utilized in determining which of the 84 Florida skill statements would be included in the variable 12 selected function list. First, competencies were selected that were determined to be in the top ten percent by all surveyed groups in the Florida study. The simple average of the means for all groups was used in establishing this ranking. This criterion gave items 8, 12, 15, 16, 18, 19, 24, 28, and 29 for the variable 12 selected function list. Second, the fourteen competencies found significant by Florida at the 0.5 or better level when looking at the administrators' perception of importance of competencies being different from the supervisors' perception were selected. This second criterion gave items 10, 11, 13, 14, 17, 20, 21, 22, 23, 25, 26, 27, 31, and 32 for the variable 12 selected function list. All items except 11 were considered more important by administrators than by

supervisors, with the reverse true for item 11.

Since the 1975-1976 Florida descriptive survey, Federal legislation has forced increased importance of related administrative functions. The project staff reviewed recent legislation and compiled a list of four functions that might merit inclusion to the variable 12 selected list because of recent legislation. This list was presented to a board of judges from the field. These judges recommended the inclusion of item 30 (guide activities to increase representation of women in student population) and item 9 (provide programs to meet the needs of handicapped and disadvantaged students in the vocational program) to the variable 12 selected function list. The order that the functions were listed in measuring variable 12 was determined by using a table of random numbers.

The variable 12 selected list was utilized again in measuring variable 16 on page A of the questionnaire's slide-in page (see Appendix B). Women vocational teachers and women students planning on becoming certified vocational teachers were asked what level of confidence each had that she could perform each function. Each function on the list was rated as to High, Med. High, Med. Low, or Low confidence.

The dependent variables 13 and 14 were measured on page 3 of the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked the degree they felt each reason contributes to disinterest by women in vocational administration or to the prevention of women entering vocational administration. Each reason on the list was rated as to Absolutely, Usually, Occasionally, Rarely, or Never.

Development of the barriers list had three stages. The initial list came from a review of literature. Merged with this list was a barriers list compiled from personal interviews with field experts. The final stage utilized a board of judges who reviewed the combined list for relevancy to the field

and to the variables being measured.

In reviewing the literature dealing with barriers to women entering vocational administration, it became clear that two categories of barriers existed. Some of the barriers seemed to be coming from the women themselves and could be overcome by women changing their attitudes, life priorities, or capability concept. Other barriers seemed to be present in the field of vocational education, presenting road blocks to be dealt with by women moving into administration. The project staff decided to treat the barriers to women entering vocational administration as two aspects, variable 13 and variable 14. Barriers found in the literature but not included in our initial literature review list were those that tended to involve personal characteristics, societal trends, or psychological interplay between people.

Support for considering barriers that may interact to inhibit women from engaging in achievement-directed behavior necessary to ensure promotion into managerial positions as external factors and internal factors was given by O'Leary (1974). From a review of literature, she found that internal psychological factors included fear of failure, low self-esteem, role conflict, perceived consequences of achievement-related behaviors, and perceived incentives for achievement-related behaviors. External psychological factors included societal sex role stereotypes and societal attitudes toward competency of women.

The American Vocational Journal, November 1974, specialized in articles addressing the theme "professional opportunities for women in vocational education." In this issue Kievit (1974), King (1974), and Simpson (1974) consider barriers such as women's willingness to accept the status quo, the role conflict involved in merging home and career responsibilities, low perceived advancement possibilities by women, lack of acceptance of women by some male faculty and male administrators, predominance of male hirers, women's refusal to compete for top jobs, and doubts by men of women's full commitment to a career. Jerdee and Rosen (1976), in a speech presented at the Annual Meeting of the American Psychological Association, saw many women were weak

in career commitment due to family responsibilities, life-style considerations, and the financial problems involved with acquiring additional training or education. Several relevant considerations included the variety of women's career patterns compared to men's and the role-overload women may face in combining career, family, and schooling.

Neidermayer and Kramer (1974) in a position paper for the Recruitment Leadership and Training Institute point out that women lack role models in administration. Contributing reasons may be the school systems' inability to distinguish women preparing for administration and the women's social conditioning to not aspire where they feel unwelcomed. Silvers (1976), besides considering many personal characteristics and societal trends, noted the "old boy network" which serves as entry into administration, home responsibilities interference with travel and group experiences, the social isolation of women in leadership positions, the risk orientation needed for administration, and the preference by both sexes for male supervisors. Zucherman (1976) who restructured, reviewed, and clarified research in the areas of women's career commitment, educational aspirations, non-traditional career goals and choices, and feminism considered many personal characteristics in her review. But in her review she found that women in non-traditional fields have higher aspirations toward administration. Women also tend to have a lower self-esteem than men.

Frank and White (1977) in their EPDA Project Final Report 1976-1977 on New Opportunities in Vocational Education pointed out that for vocational administration women need the ability to live with isolation at the top, to make informed decisions, to be flexible, to hire and fire, to manipulate within the administrative informal structure, and to be willing to take active roles in professional fields. Because of the technical emphasis in vocational education, women wanting to become administrators also need to be able to show high levels of initial job competence, demonstrate knowledge of equipment in each major area, plan in terms of one and five years, be aware of and deal

with the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them, be willing to go back to school for administrative degrees, and be willing to acquire five years of related experience outside of education for acceptance as administrators.

Incorporated into the two barriers list from the review of literature was the list from personal interviews conducted in the field. Interviewed were Dale Brooks, Director, Central Kansas Area Vocational School; Carolyn Comfort, Director of Home Economics Programs, Wichita Area Vocational Technical School; Mary Evan Griffith, Supervisor of Home Economics Teacher Certification, Kansas State University; Marilyn Hecke, Educational Program Specialist of Health Service, Kansas State Department of Education; and Carol Oberle Educational Program Specialist of Home Economics, Kansas State Department of Education.

The final stage in development of the barrier lists was the review by a board of judges who were asked to judge the relevance of the list to the vocational field and to measuring barriers to women entering vocational administration. The board of judges included: Jim Akin, Associate Director, Career Planning and Placement, Kansas State University; Virginia Cannon, Business Education Coordinator, Manhattan Area Vocational Technical School; Jean Reehling, Assistant Dean, College of Home Economics, Kansas State University; Robert Scott, Professor, Department of Adult and Occupational Education, Kansas State University; Donald Siemsen, Assistant Director, Manhattan Area Vocational Technical School; and Vida Starius, Assistant Dean, College of Education, Kansas State University. Final revisions were made to the barrier lists upon recommendation of the board of judges.

The dependent variable 15 was obtained on page 4 of the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked what level of importance is given a list of qualifications by hirers of vocational education administrators. Each qualification on the list was to be rated as to High, Med. High, Med. low, or Low importance

in the hiring process.

An initial selected qualifications list was compiled from the review of relevant chapters in Wenrich and Wenrich (1974), pp. 213-216, Castetter (1976), pp. 138-166 and Dunphy, Austin and McEneaney (1973), pp. 20-27. A list of qualifications and attributes being sought by schools advertising administrative openings was compiled from job description position announcements obtained from Career Planning and Placement Center, Kansas State University. After merging the two qualification lists, additional items were added to gain feedback on unpaid/volunteer work experience for use in future project phases. The Cooperative Assessment of Experiential Learning's work with assessment (Forrest, 1977) provided categories of unpaid work experience to be included. The advisory board, representing vocational education and business management, reviewed the selected qualifications list for relevancy to measurement of variable 15.

The dependent variable 17 was delineated on page B of the questionnaire's sliding page (see Appendix B). Women vocational teachers and women students planning on becoming certified vocational teachers were asked highest degree, highest administrative position at each educational setting, and types of unpaid/volunteer work they would consider in the future if they had the opportunity and the necessary qualifications. The situational approach in asking womens' aspirations was adapted to vocational education from the approach used by McMillin, 1976, in considering aspiration level for administrative careers in education.

The developed questionnaire underwent two field testings prior to printing. First, a copy of the questionnaire was mailed to advisory board members to provide feedback on the relevancy of the questionnaire to the vocational field. Second, five men and five women in the vocational field took the questionnaire to provide feedback as to clarity of directions and of items. Because the survey questionnaire was being sent to human subjects, the developed questionnaire and methodology for informed consent were cleared by the Kansas State University

President's Committee on Research Involving Human Subjects

The mailing of the field survey is scheduled for the second week in December. Accompanying the questionnaire will be a cover letter, a post-card for expressing interest in future project phases, a self-addressed and stamped return envelope, and an enclosed pencil as a small reward for answering the questionnaire. Analysis results from the survey are expected to be available in March.

PHASE II

The objective of Phase II of the Vocational Education Research Project is to develop and validate a procedure for equating unpaid/volunteer experiences with traditional paid work experiences. The emphasis will be to equate experiences to competencies needed in order to obtain an administrative position in the Vocational Educatior field. Four stages, each with a different purpose, will be involved in meeting this objective.

Stage I - Development - The objective will be to develop a format that will present paid and unpaid work experiences that demonstrate administrative competencies in five dimensions: Goal-Setting and Planning; Organizational Management; Communications; Decision-Making; and Demonstrated Leadership. The developed procedure will be a guide to be used in a self-directed construction of a portfolio packet that can be presented to vocational education hirers.

Stage II - Utilization - The objective will be to field test the self-directed guide to portfolio writing. Field testing will be with interested women vocational teachers and potential vocational teachers for two reasons. First, in general, women have a higher percentage of unpaid, volunteer experiences and a lower percentage of paid work experience than men at an equivalent age have. Second, vocational teachers and potential teachers interested in investing the time to utilize our portfolio guide are generally interested in vocational education administration.

Stage III - Evaluation - The objective is to rate each created portfolio packet as to the demonstrated competence level in each of the five administrative dimensions plus provide a global rating of each author's hireability as a vocational education administrator. The rating method is portfolio evaluation by a group of three field vocational education administration hirers.

Stage IV - Validation - The objective is to provide a second rating on demonstrated competence level in each of the five administrative dimensions for each of the portfolio authors. The second rating method will be to observe and evaluate portfolio authors from a combination of paper and pencil measures, In-Basket exercises, and simulated work exercises. The ratings will be done by a team of three qualified personnel. This second set of ratings will be correlated to Stage III's set for validation.

The population for Phase II will consist of women vocational teachers and potential teachers who checked interest in portfolio building/assessment workshop and field vocational education administration hirers who checked interest in portfolio evaluation on the interest indicating post-cards that is accompanying the field survey mailing. Portfolio building is expected to occur in March, evaluation in April, and the validation workshop in May.

Both Phase III and Phase IV activities are expected to occur during the summer of 1978.

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AVA PRESENTATIONS APPENDIX A

Basic 4-Page Questionnaire

VOCATIONAL EDUCATION ADMINISTRATION

BY: A. P. Wilson, M. R. Schuley, M. R. Legg, and M. A. Neely

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results. Only group data will be reported."

Administrators, Vocational Teachers, and Students, please complete the following questions. School Board Presidents, please turn to page 2.

Age _____

Sex (check one)

_____ male

_____ female

Highest degree held (check one)

_____ High School

_____ Associate of Arts

_____ Bachelors

_____ Masters

_____ Specialist

_____ Ed.D. or Ph.D.

_____ Other (please specify) _____

Certificate(s) held (check all that apply)

_____ None

_____ Teaching Certificate

_____ Building Administrator (formerly Administrator I)

_____ Specialized Administrator Endorsement (formerly Administrator II)

_____ District School Administrator (formerly Administrator III)

_____ Vocational Technical School Administrator (formerly also Administrator II)

Service area in which you are, were, or will be a Vocational Teacher (check below all that apply)

_____ None

_____ Agricultural Education

_____ Distributive Education

_____ Health

_____ Home Economics

_____ Trade and Industry

_____ Business and Office

_____ Other(s) (please specify) _____

Presently, over 50% of my time is spent in:

_____ Teaching

_____ Administrative functions

_____ Not applicable

Years employed in Commerce and/or Industry in:

_____ Managerial/administrative positions

_____ Increasing occupational skills at non-managerial levels

_____ Unpaid work experience (such as helping at the family firm)

Have you gained administrative experience by serving in volunteer organizations?

_____ No

_____ Yes. If yes, please name up to (3) of these organizations.

_____

_____

_____

Administrators, please respond to the following questions as they best describe your school. Vocational Teachers and Students, please turn to page 2.

The number of:

_____ Vocational students enrolled at your educational setting.

_____ Staff members who function as administrators of Vocational Programs and/or Services for more than 50% of their time.

_____ Openings filled in the last three years for staff members who function as administrators of Vocational Programs/or Services.

Future openings in Vocational Administrative Staff in your educational setting will: (check one)

_____ increase

_____ remain about the same

_____ decrease

Listed below are selected functions performed in the Administration of Vocational Education. Please circle the number that best represents the level of importance you think is given to each function by administrators.

		High	Med. High	Med. Low	Low
(8)	Implement and maintain state Vocational Education program standards	1	2	3	4
(9)	Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	1	2	3	4
(10)	Make recommendations regarding tenure and dismissal of teachers	1	2	3	4
(11)	Teach in the vocational class or laboratory	1	2	3	4
(12)	Recommend short-and-long-range program goals	1	2	3	4
(13)	Identify and procure substitute and part-time teachers	1	2	3	4
(14)	Delegate responsibility and authority to subordinates	1	2	3	4
(15)	Comply with legislation and regulations of local, state and Federal government	1	2	3	4
(16)	Plan and organize Vocational Education programs to meet changing labor needs	1	2	3	4
(17)	Schedule and supervise activities of clerical and support staff	1	2	3	4
(18)	Promote improved methods of instruction	1	2	3	4
(19)	Comply with policies and objectives of school board or board of trustees	1	2	3	4
(20)	Assist in hiring faculty and staff members	1	2	3	4
(21)	Use Program Planning and Budgeting System	1	2	3	4
(22)	Provide for job evaluation of faculty/staff positions	1	2	3	4
(23)	Provide orientation for new faculty and staff members	1	2	3	4
(24)	Maintain positive school-community relations	1	2	3	4
(25)	Maintain suggested budgeting and cost accounting procedures	1	2	3	4
(26)	Evaluate performance of faculty and staff	1	2	3	4
(27)	Maintain information gathering and reporting system	1	2	3	4
(28)	Identify the role of the Vocational Education program in overall system of education	1	2	3	4
(29)	Maintain good human relations among faculty, staff and students	1	2	3	4
(30)	Guide activities to increase representation of women in student population	1	2	3	4
(31)	Assist in performing financial and business functions	1	2	3	4
(32)	Interpret organizational structure to faculty and staff	1	2	3	4

Lack of interest among some women vocational teachers is often cited for the low number entering Vocational Education Administration. Below is a list of selected reasons that may contribute to this lack of interest. Please circle the number that represents the degree you feel each reason contributes to disinterest by women.

		Absolutely	Usually	Occasionally	Rarely	Never
(33)	family responsibilities	1	2	3	4	5
(34)	necessity of a 12 month job	1	2	3	4	5
(35)	need to make "tough" decisions in administration	1	2	3	4	5
(36)	administrative responsibilities in the evening	1	2	3	4	5
(37)	low commitment to career advancements	1	2	3	4	5
(38)	travel commitments required for administrators	1	2	3	4	5
(39)	necessity of further graduate studies for certification	1	2	3	4	5
(40)	unfamiliarity of budgeting and financial responsibilities	1	2	3	4	5
(41)	prospect of hiring, evaluating, and firing of staff	1	2	3	4	5
(42)	necessity of developing long range program guidelines	1	2	3	4	5
(43)	fear of isolation found in administrative role	1	2	3	4	5

Of the above list, I feel the 3 three strongest contributors are numbers _____, _____, and _____.

Below is a list of selected reasons that may prevent women from moving into Vocational Administration. Please circle the number that represents the degree you feel each reason contributes.

		Absolutely	Usually	Occasionally	Rarely	Never
(50)	lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	1	2	3	4	5
(51)	lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	1	2	3	4	5
(52)	lack of experience in more than one service area	1	2	3	4	5
(53)	lack of public acceptance as a top administrative representative	1	2	3	4	5
(54)	lack of acceptance as an administrator by craftsmen in traditionally male areas	1	2	3	4	5
(55)	lack of women in higher level Vocational Administration positions to serve as role models	1	2	3	4	5
(56)	lack of previous managerial/administrative experience in a commercial/ industrial setting	1	2	3	4	5
(57)	lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	1	2	3	4	5
(58)	lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	1	2	3	4	5
(59)	lack of awareness of the political maneuvers necessary within the administrative structure	1	2	3	4	5
(60)	lack of acceptance by staff members when handling school plant management	1	2	3	4	5

Of the above list, I feel the 3 strongest contributors are numbers _____, _____, and _____.

Listed below are selected qualifications that may be considered in hiring candidates for vocational administrative openings. Please circle the number that represents the level of importance you think is given to each qualification.

		High	Med. High	Med. Low	Low
(34)	Energy level of applicant	1	2	3	4
(35)	Occupational proficiency in service area of teaching	1	2	3	4
(36)	Education/Certification Qualifications	1	2	3	4
(37)	Reference/recommendations	1	2	3	4
(38)	Paid work experience in service areas other than teaching	1	2	3	4
(39)	Interpersonal skills	1	2	3	4
(40)	Publications in the field	1	2	3	4
(41)	Professional memberships	1	2	3	4
(42)	Health (physical and mental)	1	2	3	4
(43)	Personal impression in interview	1	2	3	4
(44)	Past teaching record	1	2	3	4
(45)	Personal knowledge of applicant	1	2	3	4
(46)	Research grants accepted	1	2	3	4
(47)	Personal integrity	1	2	3	4
	Past administrative/managerial work in:				
(48)	Commerce and/or industry	1	2	3	4
(49)	Vocational Education	1	2	3	4
(50)	General/Academic Education	1	2	3	4
(51)	Unpaid volunteer positions	1	2	3	4
(52)	Elective offices held without pay	1	2	3	4
	Volunteer work:				
(53)	Unpaid work experience in service areas other than teaching field	1	2	3	4
(54)	Political activities	1	2	3	4
(55)	Community activities	1	2	3	4
(56)	Service organizations activities	1	2	3	4

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

AVA PRESENTATION'S APPENDIX B

Questionnaire's 2-Page Slide-In Sheet

For Women

Teachers and Students

21

Listed below are selected functions performed in the Administration of Vocational Education. Assume that in the future you were given these administrative responsibilities. Please circle the number that best represents the level of confidence you have that you could perform each function.

		High	Med. High	Med. Low	Low
(8)	Implement and maintain state Vocational Education program standards	1	2	3	4
(9)	Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	1	2	3	4
(10)	Make recommendations regarding tenure and dismissal of teachers	1	2	3	4
(11)	Teach in the vocational class or laboratory	1	2	3	4
(12)	Recommend short-and-long-range program goals	1	2	3	4
(13)	Identify and procure substitute and part-time teachers	1	2	3	4
(14)	Delegate responsibility and authority to subordinates	1	2	3	4
(15)	Comply with legislation and regulations of local, state and Federal government	1	2	3	4
(16)	Plan and organize Vocational Education programs to meet changing labor needs	1	2	3	4
(17)	Schedule and supervise activities of clerical and support staff	1	2	3	4
(18)	Promote improved methods of instruction	1	2	3	4
(19)	Comply with policies and objectives of school board and board of trustees	1	2	3	4
(20)	Assist in hiring faculty and staff members	1	2	3	4
(21)	Use Program Planning and Budgeting System	1	2	3	4
(22)	Provide for job evaluation of faculty/staff positions	1	2	3	4
(23)	Provide orientation for new faculty and staff members	1	2	3	4
(24)	Maintain positive school-community relations	1	2	3	4
(25)	Maintain suggested budgeting and cost accounting procedures	1	2	3	4
(26)	Evaluate performance of faculty and staff	1	2	3	4
(27)	Maintain information gathering and reporting system	1	2	3	4
(28)	Identify the role of the Vocational Education program in overall system of education	1	2	3	4
(29)	Maintain good human relations among faculty, staff and students	1	2	3	4
(30)	Guide activities to increase representation of women in student population	1	2	3	4
(31)	Assist in performing financial and business functions	1	2	3	4
(32)	Interpret organizational structure to faculty and staff	1	2	3	4

Do you anticipate that sometime in the future you will continue your education to obtain one of the following degrees? Please check the one response that represents your highest aspiration.

(33) ____ Bachelors

____ Masters

____ Specialist

____ Ed.D. or Ph.D.

____ Other (specify) _____

Assume that sometime in the future, you have the necessary qualifications to apply for the following positions. Please check the top administrative position for which you might apply in each setting.

(34) AREA VOCATIONAL TECHNICAL SCHOOL (check one)

____ Director

____ Assistant Director

____ Coordinator/Supervisor

____ Not interested

(35) COMMUNITY JUNIOR COLLEGE (check one)

____ President

____ Dean of Instruction

____ Program Coordinator/Supervisor

____ Not interested

(36) UNIFIED SCHOOL DISTRICT (check one)

____ Superintendent

____ Assistant Superintendent

____ Director/Coordinator of Vocational Education programs

____ Principal

____ Assistant Principal

____ Not interested

Assume in the future you were given the opportunity to do unpaid volunteer work in order to increase: your occupational proficiency; your administrative competencies; or your experience in other vocational areas. Please check any position for which you might volunteer.

(37) ____ Chairperson of civic organizations

(38) ____ Internship in commerce and/or industry

(39) ____ Administrative assistant in Vocational Education setting

(40) ____ Administrative/managerial position in teaching service area

(41) ____ Internship in service area other than teaching field